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ABSTRACT

This competency-based secondary learning guide on balancing work and family is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Five competencies are addressed: identify trends that influence work and family lifestyle choices; define work and family obligations (responsibilities); describe ways work and family affect each other; analyze personal situation to determine areas of needed improvement; and plan management strategies to increase work/school satisfaction and family satisfaction. Thirty-two supplements contain information and activity sheets on the following: attitudes and values, employer supports and benefits, role expectations, stress, the superwoman myth, analyzing priorities, survival tips, short- and long-term goals, and family budget. A bibliography contains 39 items. (YLB)

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Balancing Work and Family

CE 070 225

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PROJECT CONNECT SECONDARY GUIDE FOR CONSUMER & HOMEMAKING EDUCATION

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Carl D. Perkins Vocational and Applied Technology Education Act of 1990

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General Guidelines

The terms "teacher" and "student" are used throughout to describe the instructor and participants.

STRATEGIES (for teachers) and ACTIVITIES (for students) as stated in the guide are not always parallel to the numbering system.

Teachers needs to carry out preassessment activities to determine level of student competency. Previous work or educational experiences may be such that the teacher will choose not to do some of the competencies.

Key to Symbols – The following symbols are used throughout the guides to designate enhancement activities:

related basic skills, giving particular attention to language arts and mathematics

related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated

enrichment activities according to student abilities and experiences

interrelationship of concepts to personal, family, and work

influence of technology on the subject matter, application of knowledge, and related work

pre- and/or posttest assessment activities

Checklist for Users

Before addressing any of the competencies, the teacher should check in advance to see what materials or preparations are needed.

Competency #1 – Identify trends that influence work and family lifestyle choices.

_____Duplicate Supplement 1, "Survey on Balancing Work and Family," as needed.

_____Duplicate Supplement 2, "Topic Tumblers."

_____Duplicate Supplement 3, "What Do You Think?"

_____Prepare Supplement 4, "Trends," as a transparency.

_____Invite an employer in to discuss trends of employers to provide support services and benefits.

_____Clip news articles related to trends or statistics regarding work and family and use with Supplement 4 and Activity 5.

_____Duplicate Supplement 5, "Employer Supports and Benefits Survey," for Activity 7.

Competency #2 – Define work and family obligations (responsibilities).

_____Duplicate Supplement 6, "Attitude Inventory—Home and Work Role Expectations."

_____Duplicate Supplement 7, "Tasks and Who Performs Them."

_____Duplicate Supplement 8, "Roles–Past," and 8A, "My Roles Throughout the Life Cycle." The teacher may generate a varied list of roles for input into discussion.

_____Collect pictures from magazines and print media to use for a collage illustrating stereotyping of male and female roles.

_____Be prepared to give examples of TV shows and commercials that may send messages as to sex-role activities and responsibilities for Activity 6.

_____Activity 7 calls for pictures depicting various roles. The teacher may be prepared in case students are not.

_____For Activity 8, collect articles from newspapers regarding some nontraditional roles that notable men and women are fulfilling.

_____Activity 11 might require paper or a chalkboard to list examples of work/school responsibilities and family responsibilities.

Competency #3 – Describe ways work and family affect each other.

_____Duplicate Supplement 9, "Work and Family Inventory," as needed.

_____The teacher will need two containers for Activity 3 with slips of paper for listing demands and influences.

_____Duplicate Supplement 10, "Ways Work and Family Affect Each Other."

_____Duplicate Supplement 11, "Work and Family Game."

_____Duplicate Supplement 12, "Individual Stress Producers," as needed.

_____Prepare transparency for Supplement 13, "Six Ways To Overcome the Superwoman Myth."

Competency #4 – Analyze personal situation to determine areas of needed improvement.

_____Duplicate Supplement 14, "Lifestyle Check-Up," and Supplement 15, "My Employability Quotient."

_____Prepare an overhead for Supplement 16, "Analyzing My Work-Family Balance," and also duplicate for students. The teacher could use examples as follow:

ME – sports nut
gardener
writer
book lover

WE – mother
son/daughter
wife
housekeeper

THEY – employee
manager
church member
club treasurer

_____Duplicate Supplement 17, "Analyzing Priorities."

_____Duplicate Supplement 18, "Getting a Handle on Stress and Distress."

_____Invite an employer or panel in to discuss job expectations and demand and effects on family and vice versa.

_____Duplicate Supplement 19, "Improving My Situation," for Activity 6.

Competency #5 – Plan management strategies to increase work/school satisfaction and family satisfaction.

_____Duplicate Supplement 20, "Spillover," as needed.

_____Duplicate Supplement 21, "Work Demands Crossword Puzzle," as needed.

_____Duplicate Supplements 22 and 23, "Case Studies."

_____Duplicate Supplement 24, "Life Events."

_____Duplicate Supplement 25, "Some Survival Tips on Balancing Home, Family, and Work/School."

_____Duplicate Supplement 26, "Tips To Relieve or Reduce Stress."

_____Duplicate Supplement 27, "Techniques for Reducing Stress at Work/School."

_____Duplicate Supplement 28, "My Personal Plan," as needed.

_____Determine if any of Supplements 29 through 32 are appropriate for students to select and work on individually.

Introduction

Work and family life in America is changing rapidly. No longer are work and family two separate areas of life. One seemingly always has an effect on the other in terms of time, duties, benefits, and responsibilities. The competing demands of work and family can be stressful and damaging for both sexes.

In order for people to be prepared for the future, it is important to be aware of some of the ways our society is changing related to work and family life and the resulting complexities in balancing work and family.

One of the most significant factors affecting families in our society today is the number of women entering the workforce. Families need the income from women's earnings. The economy needs the labor of women workers. Women will continue to have high-level participation in the workforce. Projections are that by the mid-1990s, half of the workforce will be female (Shreve, 1987).

The dramatic increase of women in the workforce has resulted in the need to find a more satisfactory balance between work and family responsibilities. This balancing act has been particularly difficult for women because, in general, their family roles have changed very little; women who work outside the home still assume the major proportion of home and family responsibilities (Couch, 1989). Since both men and women will continue to work outside the home, both must be involved in work and home responsibilities (Burge, 1989).

Balancing work and family means using time and energy to the best advantage so that you can be the best for yourself, your family, and your work. Balancing work and family can enable one to enjoy time at home and enrich family life, be more productive and increase job satisfaction, and improve mental health and one's outlook on life.

Although the composition of the workforce and family structures have changed rapidly, attitudes and institutions have been slower to evolve. Many workplace rules and practices remain based on a male, single-earner workforce. Many families still act under role sharing assumptions based on the presence of full-time homemakers. The conflict between these assumptions and reality necessitates finding better ways to balance home and career. The elimination of gender-biased roles in the workplace and the home can benefit individuals and society. Gender equity cannot be achieved until society recognizes the importance of work and family roles for both men and women.

Researchers have found that satisfaction with home life has a positive effect on job satisfaction and job satisfaction has a positive effect on home satisfaction (Burge, 1989).

COMPETENCY ONE

Identify Trends that Influence Work and Family Lifestyle Choices.

Student Outcomes

- Recognize the need for balancing work and family.
- Become aware of one's attitudes and values toward work and family issues.
- Examine current trends related to work life and family life.
- Determine the effects trends may have on family lifestyles and choices.

Definitions

lifestyle – a way of life for an individual, group, or culture that reflects attitudes and values (e.g., living single, marriage with no children, communal living, dual-earner marriage, traditional marriage, and so on)

trend – a general course or direction

Key Ideas

Work and family is not a female issue. Work and family concerns affect both sexes. Both males and females have a tough time balancing demands of home with those of a job.

Lifestyles today generally include work and family roles/responsibilities.

Changes in the family and in the workforce have an impact on lifestyle.

Some trends that will influence family and work life are as follows:

Family Trends

- Fewer conform to the traditional model where father is breadwinner.
- Families today are more diverse and less stable.
- Family resources are being reduced.
- More people are living in nontraditional families.
- The average size of the family has decreased.
- There are more single-parent families.
- There is an increase in the number of elderly people.
- More women are working.
- The need for elder care will increase.

Lifestyle Trends

- A large portion of single-parent families are headed by women; these families tend to be poor.
- As women make up most of the new entrants into the workforce, half of the mothers with children under six will work and most children will see both parents off to work each day (if they live with both parents).
- With the growing workforce participation of women with young children, a growing number of parents are turning to organized child care to enable them to work.

Work Trends

- Employers are experiencing some of the implications of change in family diversity.
- Family demands are impacting employers as related to child and elder care and flexible work hours.
- Women may see realistic policies for leaves, more flexible scheduling, benefits of equal pay, financial welfare, and child care.

Teacher Strategies/Methods

1. Introduce this competency by having students complete Supplement 1, "Survey on Balancing Work and Family." This can help the teacher determine or assess specific interest in topics. This information can also be useful for individual discussion with students when analyzing personal situations (Competency 4) and planning strategies (Competency 5).

2. Introduce the topic of working parents by using Supplement 2, "Topic Tumblers." Divide into groups and inform students they are to arrive at a consensus. Discuss how these topics affect work and family concerns.

3. Clarify with students the meaning of the term "lifestyle" and give appropriate examples. Emphasize that changes in workforce and family affect lifestyle. Point out that the structure of the family is shifting, with one-parent households the fastest growing structure. (Reasons include divorce rates and delayed ages for marriage.) The teacher might ask students how new family structures are causing challenges to families in balancing responsibilities as workers and as parents. Examples of challenges include time management, shared responsibilities, prioritizing, and stress.

4. Supplement 3, "What Do You Think?" can be used as an exercise to assess students' current attitudes and values related to work and family issues. Emphasize there are no right or wrong answers. Students should be helped to see that choices contribute to the lifestyle a person could seek. Select any of the items and discuss how that choice may determine lifestyle.

5. Use Supplement 4, "Trends," as a transparency to discuss the impact of those trends. (See Activity 5.) Some questions to ask are as follows:

   - What effect will women's employment have on the future?
   - What are the advantages or disadvantages of working at home?

6. Because the increase of women working is such a major trend, the teacher might discuss how this affects families. Sample answers are fewer children; greater affluence; increased self-care by children; shared household responsibilities; and more interaction with grandparents.

7. Ask students what effect trends (listed in Key Ideas or from Supplement 4) could have on the following:

   - one's career choice
   - economic status
   - child care expenses/options
   - responsibilities or scheduling of activities (single- vs. two-parent household)
   - time as relates to self, spouse, family, leisure, and tasks.

8. Recognizing that employers are becoming aware of the strains on working families, the teacher could discuss increasing trends of some employers to provide support services and benefits to employees such as parental leave, sick leave, retirement, and day care. If appropriate for the group, Supplement 5, "Employer Supports and Benefits Survey," could be used to gather information. Discuss the effect these benefits may have on family lifestyles and choices.

An alternate activity would be to have an employer come in as a guest speaker to discuss support services and benefits available.

Suggested Student Activities

1. Complete Supplement 1, "Survey on Balancing Work and Family."

2. Working in groups, react to and arrive at a consensus for Supplement 2, "Topic Tumblers." Share results and discuss points of concern.

3. Complete Supplement 3, "What Do You Think?" Discuss the pros and cons of each issue, why the selection was made, or what effect the choice could have on future lifestyles.

4. Select current or recent TV shows such as "Grace Under Fire," "The Cosby Show," "Family Ties," "Who's the Boss?" and "Growing Pains." Identify the cast of characters, the family type, careers represented, and living environment. Then reflect on reruns of past shows such as the "Dick Van Dyke Show," "Leave it to Beaver," or "The Waltons." Discuss how shows have changed to reflect changes in values and structures in the family today.

5. Bring in trends or statistics regarding work and family found in print or media. Discuss why trends are occurring and how these may affect the future. React to and/or add to those in Supplement 4.

6. Using any three lifestyles (e.g., single person, single parent, dual career couple with no children), discuss what decisions would be involved in choosing that lifestyle. (For example: a single person might choose to spend time on an education vs. family.)

7. Volunteer to check several employers or businesses to determine types of benefits provided to employees. Compile a list of benefits and discuss the effect these could have on work, family life, and lifestyle choices. For example, having flexible hours or child care support can alleviate conflict related to family roles or stress related to financial concerns. Supplement 5, "Employer Supports and Benefits Survey," may be used as a checklist of benefits.

Sample Assessments

Knowledge

1. List three trends that are affecting work and family.

2. Select two family type structures. Contrast how balancing responsibilities as worker and/or parent differ.

Application

1. Select any item from Supplement 3, "What Do You Think?," and describe how that choice may determine or affect lifestyle.

2. Investigate various supports and benefits available in community businesses or organizations.

SUPPLEMENT 1

Survey on Balancing Work and Family

DIRECTIONS: Read the list below and check the degree to which it describes how you balance work and family.

	Usually	Sometimes	Never
1. I experience stress symptoms such as headaches, sweaty palms, nail biting, dry mouth, changes in my appetite, and so on, due to my job/career.	_____	_____	_____
2. Money/finances cause me to experience stress.	_____	_____	_____
3. I take my problems home from work/school to my family.	_____	_____	_____
4. I allow my family to interfere with my work/school.	_____	_____	_____
5. I don't have enough time to do the things I want and need to do.	_____	_____	_____
6. The schedules of my family are chaotic and often cause problems.	_____	_____	_____
7. My house is messy and disorganized.	_____	_____	_____
8. I have trouble setting and reaching goals.	_____	_____	_____
9. My values and those of my family conflict.	_____	_____	_____
10. I am happy with my work/school.	_____	_____	_____
11. I am happy with the jobs/careers of my family.	_____	_____	_____
12. I feel like the balance between my work and my family is good.	_____	_____	_____

Developed by Chris O'Dell, student. (1993). Southern Illinois University, Carbondale, Illinois.

SUPPLEMENT 2

Topic Tumblers

Working Parents

DIRECTIONS: Rank according to importance through consensus.

3 = Strongly Agree 2 = Agree 1 = Disagree 0 = Doesn't Apply

_____ A. Working fathers are just as likely to have family/work conflicts as working mothers.

_____ B. A man's primary responsibility to his family is to be the breadwinner.

_____ C. The partner who earns the most has the right to be the most tired at the end of the day.

_____ D. When a wife/mother joins the workforce, she is the only family member that has to shift or change roles.

_____ E. When a child is sick, the mother should take off from work.

_____ F. Children benefit from living in a two-career family.

SUPPLEMENT 3

What Do You Think?

DIRECTIONS: Examine your attitudes and values toward work and family issues in your lifestyle. Complete this exercise by placing a check in the appropriate blank for each statement.

	Always Agree	Sometimes Agree	Never Agree	Not Sure
1. Everyone should have a career outside the home.				
2. Work is the most important part of life.				
3. Men's careers are more important than women's careers.				
4. A woman should give up her career when her child is born.				
5. All couples should have children.				
6. Fathers should contribute as much to parenting as mothers.				
7. Husband and wife should share household chores if both are employed.				
8. Mothers and fathers should take turns staying home with a sick child.				
9. Women with careers that involve travel should not have children.				
10. School-age children should help with family household responsibilities.				
11. Elementary school children should not be left at home alone after school.				
12. Fathers can take care of infants as well as mothers.				
13. Career promotions should be more important than family planning.				
14. Men and women have different and separate roles in the home.				
15. Men and women have different and separate roles in the workplace.				
16. It is OK for a husband to stay home with children while the wife is employed.				
17. A homemaker's job is not very important.				
18. Companies should offer benefits that help parents balance work and family roles.				
19. It is more important to be right than to get along with others.				
20. One should only do good work if they will get noticed.				

Source: Iowa Department of Education. (1988). *Balancing work and family* (pp. 55, 51). Des Moines: Author, Bureau of Technical and Vocational Education.

SUPPLEMENT 4

Trends

Increased involvement in the number of women and mothers of young children in the labor market.

Families are getting smaller.

Growth of nontraditional families:

single parents, grandparents, or other relatives raising someone else's children.

Changing values:

toward education (illiteracy), the impact of television, the effect of both parents working

Growth of occupations in the service sector.

People are recognizing that work and family life affect each other.

Increase in proportion of the population over 65.

Employment and family activities may share the same space.

SUPPLEMENT 5

Employer Supports and Benefits Survey

DIRECTIONS: Contact the personnel manager or employer of a business. Ask if they have time to answer some questions regarding the types of benefits they offer to their employees.

List any benefit provided to employees related to the following:

Insurance:

Paid vacation:

Sick leave:

Parental leave:

Holidays:

Flexible work hours and schedules:

Job sharing:

Child care options:

Elder care options:

Employee assistance programs:

Savings and retirement options:

Please briefly discuss any other form of assistance to employees which helps them balance their work and home life.

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 191). Des Moines: Author, Bureau of Technical and Vocational Education.

COMPETENCY TWO

Define Work and Family Obligations (Responsibilities).

Student Outcomes

- Determine factors that influence or contribute to work and family responsibilities.
- Describe work and family responsibilities individuals may assume at various times in the life cycle.
- Develop awareness of one's personal work and family responsibilities.

Definitions

life cycle	– stages of development in careers and/or families
role	– a set of behaviors which are encouraged and expected of an individual at a given time
work	– can be home, job, volunteer, paid, and nonpaid
dual role or multiple role	– when partners or singles have significant commitment (full- or part-time) to a role outside the home (with or without compensation)
stereotype	– a fixed set of opinions about the role and traits of a person or group of people
responsibility	– being trusted or held accountable for one's actions

Key Ideas

Even though people are away from home because of work, they are also full-time parent(s) or family member(s). People are fulfilling more than one role at a time. People have responsibilities to work and to personal/family life throughout the life cycles (e.g., couples with no children, beginning family, expanding family, launching family, empty nest, families with aging members).

The relative balance of work/family responsibilities varies with different stages of the life cycle.

How people view home and work responsibilities has been influenced by role models, mass media, and individual preferences.

The following two factors influence how people assume responsibilities in roles:

1. The demands, expectations, responsibilities, and pressures that other people impose on one in any given role.
2. One's perceptions of what ought to be done to fulfill that role.

These two factors together influence our behavior.

The type of family structure (e.g., single-parent, two-parent, parents with children, extended families) affects the type and amount of responsibilities one may assume.

Teacher Strategies/Methods

1. Discuss some of the responsibilities persons may assume in home, child care, work, and career roles. Stress that regardless of the role one assumes, one is still a parent, or spouse, or family member. Have students do Activify 1, "Who Am I?"

2. The teacher may need to help students understand that choices will influence lifestyles. For example, some work/career goals are supportive of parenting and others are not. Recognition should be made that the parent with preschool and school-age children will be most affected by work. For example, a mother might decide to stay home from work with a sick child.

3. The teacher could ask the question, "Where do we receive our messages about our roles?" (See Key Ideas.)

4. Have students complete the inventory in Supplement 6, "Attitude Inventory—Home and Work Role Expectations," to examine their attitudes and personal role expectations. After completing the inventory, discuss questions listed. Have students select any of the expectations. Discuss factors which may have influenced those expectations.

5. Discuss what effect career choices, marital status, income, and time would have on work and family responsibilities.

6. Discuss or list particular difficulties women face in the workforce (i.e., availability of child care or parental leave). Discuss how these relate to balancing home and family responsibilities.

7. Men are struggling but are increasingly sharing family responsibilities. Ask students to discuss advantages and significances of men sharing or assuming more home responsibilities. Include examples of how both sexes are currently assuming nontraditional responsibilities at work and home.

8. After defining life cycles, the teacher might ask students how work and family responsibilities would differ at various times in the life cycle. (See Activity 12 for use of Supplement 8A, "My Roles Throughout the Life Cycle.") Discuss how roles vary in the life cycle and how they affect responsibilities. (For example, those with young children may have greater family-related responsibilities.) Ask questions such as "What stage would be most different?" "Why is it important to understand the changes that take place throughout the family life cycle?"

Suggested Student Activities

1. Identify and list roles the students are currently playing. This can be done by a "round robin" response answering the question "Who am I?"

2. Discuss "men's work" (bringing home the bacon) and "women's work" (cooking it). Discuss how sex-role stereotyping or ideas about male-female responsibilities develop.

3. Collect and display pictures from magazines and print media that illustrate the stereotyping of male and female roles.

4. Brainstorm where one receives messages as to work and family roles and responsibilities. Answers could include family sources, toys, and activities. Children's storybooks might be examined. Discuss stereotyping of occupations.

5. Complete Supplement 6, "Attitude Inventory—Home and Work Role Expectations." Discuss questions.

6. Report on TV shows and commercials that may send messages as to sex-role activities and responsibilities. (For example, the TV program "Home Improvement.")

7. Collect or provide magazine pictures to depict various roles (include a variety of ages). Examples could include spouse, parent, child, family member, employee, employer, friend, citizen, or volunteer. Have students determine which roles are typically associated with work and which with family.

8. Bring in pictures or articles that show what notable men and women are doing in nontraditional roles with work and family.

9. Complete Supplement 7, "Tasks and Who Performs Them." Analyze the areas of responsibility and determine who is performing tasks. Discuss possible ways to share or balance if the responsibilities seem to be uneven.

10. Identify changes the students have observed in their lifetimes regarding home and work life responsibilities.

11. Make a list showing examples of work responsibilities and examples of family responsibilities the students may have. Then have each student check three personal responsibilities that he/she assumes.

12. Use Supplement 8, "Roles–Past," and 8A, "My Roles Throughout the Life Cycle," to list roles and/or responsibilities at various ages. Supplement 8 can be used for past roles and responsibilities; 8A for future. Examples could be worker, college student, parent, or homemaker full-time.

Sample Assessments

Knowledge

1. List factors that influence decisions about roles/responsibilities one assumes as parent, spouse, and/or family member.

2. List changes you have observed in your lifetime regarding home and work life responsibilities.

Application

1. Interview parents or other adults to determine how decisions are/were made in roles/responsibilities assumed.

2. Determine which life role you are in now (Supplement 8A). How does it differ from your parent or grandparent? (An interview may be necessary.)

SUPPLEMENT 6

Attitude Inventory—Home and Work Role Expectations

DIRECTIONS: Put a check mark (✓) in the column that best describes how you feel.

	Agree	Disagree	No Opinion
1. Mothers with preschool children should not work outside the home.	_____	_____	_____
2. The husband should take care of house repairs and yardwork.	_____	_____	_____
3. The husband should not have to change a baby's diapers.	_____	_____	_____
4. The wife should plan the family's social life.	_____	_____	_____
5. The wife should do all the family shopping.	_____	_____	_____
6. Talented wives should be allowed a career.	_____	_____	_____
7. The husband should be the one to decide how to celebrate holidays.	_____	_____	_____
8. The husband should be involved in the religious life of the family.	_____	_____	_____
9. The wife should share in decision making.	_____	_____	_____
10. The mother should receive custody of the children when a couple is divorced.	_____	_____	_____
11. If a working couple buys a house, the husband should make the payments.	_____	_____	_____
12. Women who work are entitled to use sick leave for maternity leave.	_____	_____	_____
13. Women are less responsible than men.	_____	_____	_____
14. Men should be "masculine" and women should be "feminine."	_____	_____	_____
15. Wives should make less money at their jobs than their husbands.	_____	_____	_____
16. Women should not hold jobs on the night shift.	_____	_____	_____
17. Women are capable administrators.	_____	_____	_____
18. A wife and husband should take turns staying home with a sick child.	_____	_____	_____
19. Men are not as capable as women of taking care of an infant.	_____	_____	_____
20. Important decisions should be made by men rather than by women.	_____	_____	_____
21. Women operate best behind the scenes.	_____	_____	_____
22. Men make decisions based on sound logic more often than women.	_____	_____	_____
23. Women as well as men should be prepared to support their families financially.	_____	_____	_____
24. Women care more about the feelings of others than men do.	_____	_____	_____
25. All jobs should be open to both men and women.	_____	_____	_____
26. Most women who work do so to keep from getting bored at home.	_____	_____	_____

	Agree	Disagree	No Opinion
27. Women cost their companies more than men because of a higher turnover and absenteeism rate.	_____	_____	_____
28. Men should expect to bear the major responsibility for supporting a wife and family.	_____	_____	_____
29. Standards for promotion and hiring should be the same for men and women.	_____	_____	_____
30. A wife's career is not as important to the family as her husband's.	_____	_____	_____
31. Usually women work only for spending money, while men work to support their families.	_____	_____	_____
32. Men and women should share equally the responsibility of rearing children.	_____	_____	_____
33. Women make better authority figures than men.	_____	_____	_____
34. People typically prefer to work for a male rather than for a female.	_____	_____	_____
35. When under stress, women are naturally more emotional than men.	_____	_____	_____
36. Men and women should be paid the same for equivalent work.	_____	_____	_____
37. The time and money spent on training women for high-level jobs are largely wasted.	_____	_____	_____
38. As head of the household, the father should have final authority over the children.	_____	_____	_____
39. A woman who refuses to give up her job to move with her husband would be to blame if the marriage broke up.	_____	_____	_____
40. Women are basically more unpredictable than men.	_____	_____	_____
41. A woman doesn't have to learn how to be a mother—she has an instinct for it.	_____	_____	_____
42. Fathers should be able to use sick leave for paternity leave.	_____	_____	_____
43. The wife should handle the family's finances.	_____	_____	_____
44. Men should not cry.	_____	_____	_____
45. Boys are more intelligent than girls.	_____	_____	_____
46. Working wives should also be responsible for their housework.	_____	_____	_____
47. Men have fewer original ideas than women.	_____	_____	_____
48. A working woman who sends her six-week-old baby to a day care center is a bad mother.	_____	_____	_____
49. Men and women should be paid the same for the same work, regardless of whether or not they have a family to support.	_____	_____	_____
50. An individual's level of sharing in household duties should be influenced by that person's sex.	_____	_____	_____

1. What three role expectations appear frequently? (For example, did you strongly agree that men should help with the housework?)

2. State three factors which have significantly influenced the above expectations. (For example, observing your father help with housework may have influenced you to accept this role for males.)

Source: Brands, M. F. (Ed.). (1987). *You and your resources: Managing for a lifetime.* Brookings: South Dakota State University, Home Economics Education Department.

SUPPLEMENT 7

Tasks and Who Performs Them

DIRECTIONS: As an individual or as a group, decide who typically performs each task listed under each area of responsibility. Write an X in the column under husband, wife, child, or other. If done in a group, the response would be the person mentioned most often by the group.

FOOD	HUSBAND/MAN	WIFE/WOMAN	CHILD	OTHER
Buy groceries. Plan meals. Prepare meals. Set-up/clean-up meals.				
CLOTHES				
Wash. Dry. Fold. Iron. Put clothes away. Shop for new clothes. Mend. Take to dry cleaners.				
LAWN OR OUTDOORS				
Mow lawn. Shovel snow. Fertilize lawn. Weed lawn. Care for garden, flowers, shrubs.				
HOUSE				
Vacuum. Dust. Take out garbage. Make beds/pick up rooms. Clean bathroom. Clean kitchen. Pick-up newspapers, and so on, daily. Deal with service people. Repair/service or arrange for repairs/service.				

CAR	HUSBAND/MAN	WIFE/WOMAN	CHILD	OTHER
Wash. Fill with gasoline. Arrange for or do repairs. Arrange for or do maintenance. Clean inside.				
MONEY				
Pay bills. Balance checkbook. Budget money.				
CHILD CARE				
Arrange for care (babysitter or day care). Drive child to and from outside activities (e.g., school, day care, sports, doctor's appointments, and so on). Attend meetings and conferences at school, day care, and so on. Stay home with sick child. Help with homework. Support activities (e.g., attend sports events, presentations, and so on.) Play or spend time with child. Physical care (e.g., diapers, baths, meals, and so on).				

Adapted from Iowa Department of Education. (1988). *Balancing work and family* (pp. 265, 267, 269). Des Moines: Author. Bureau of Technical and Vocational Education

SUPPLEMENT 8

Roles–Past

DIRECTIONS: List past roles and/or responsibilities.

13-14	15-16	17-18	19-24

SUPPLEMENT 8A

My Roles Throughout the Life Cycle

18	25	35	45	55	65	75+

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 25). Des Moines: Author, Bureau of Technical and Vocational Education.

COMPETENCY THREE

Describe Ways Work and Family Affect Each Other.

Student Outcomes

- Identify areas of conflict between work and family life.
- Identify factors associated with work that affect the family.
- Identify factors associated with family that affect work.

Definitions

stress	– mental or physical tension
self-esteem	– having a good opinion or satisfied feeling about one's self
superwoman/ supermom	– "A working mother who attempts to meet every stereotypical, idealized expectation in her roles as employee, parent, wife, and housekeeper, often ignoring her own personal needs, feelings, and health in the process" (Minnesota Curriculum Services Center, 1986)

Key Ideas

Family customs, traditions, and attitudes shape a family member's beliefs and behaviors both at home and at work (or school).

Factors associated with work/school that affect family include work hours, relationships, employer support, travel, health and safety, and income.

Factors associated with family that could affect work include child care, family members, health, household tasks, family relationships and support, leisure time, and care for aging parents.

Responsibilities and factors associated with work impact relationships and duties in the family and vice versa. For some, work and family may remain independent of each other but for others, demands of the job "spill over" into family life; or happiness or discontent at home affects feelings at work. Guilt, fatigue, and overload occur when roles and responsibilities are not clear.

When there's a conflict between the demands of work and family, everyone can feel stress. When combining work and family, areas of conflict are often related to time, money, and personal concerns. People may experience feelings of guilt, stress, and lowered self-esteem (due to not feeling satisfied). Parent(s) may worry about quality child care. Individuals need to make adjustments to keep their lives in balance and reduce work and family conflicts. The family is more likely to bear the brunt of work/family conflict.

Simple things in one's everyday life such as time management, goal setting, one's job, and one's family affect the way one lives. Balance can help one get the most out of life and is good for families and employers. Balance can reduce stress and make life more satisfying.

Teacher Strategies/Methods

1. Supplement 9, "Work and Family Inventory," can be used to assess students' perceptions of important influences on balancing work and family. After students have checked how important each factor is, the teacher might ask for examples of how these may impact work and/or family. For example: Child care availability is a big issue today in work and family. Also, the number and ages of children could impact one's ability to move ahead in a career, particularly if the demands were for time or travel. Another example would be job demands and expectations. People who expect to get ahead in their careers or jobs may have to spend less time with their families.

2. Prepare for the "Work and Family Game," Supplement 11, by having two containers, one with demands listed on slips of paper and the other container with influences on family on slips of paper. See Activity 3 for students' instructions.

3. Have students summarize their areas of stress by using Supplement 12, "Individual Stress Producers." Discuss how any of the areas may cause conflicts in work and family life.

Suggested Student Activities

1. Complete the "Work and Family Inventory" (Supplement 9). As a group, determine which items were marked most frequently as very important. Discuss the issues involved in each statement.

2. Determine if each statement in Supplement 10, "Ways Work and Family Affect Each Other," is a work factor affecting family or vice versa. Discuss how each would impact work or family.

3. Play the "Work and Family Game" (Supplement 11). Two containers should be prepared—one containing slips of paper with demands written on them and the other container with slips of paper with influences written on them. Draw a demand and then an influence and describe a logical way in which the work demand can affect family life positively and negatively. Influence slips are put back in the container. (Points can be given if students play in teams.) An alternate approach would be to use Supplement 11 as a handout and discuss each demand and the way it influences family.

4. Collect illustrations or cartoons depicting how work affects family or vice versa. An example might be a happy parent with a paycheck or an exhausted parent after a day's work.

5. Complete Supplement 12, "Individual Stress Producers." Determine the areas that seem to be of most concern.

6. React to the term "superwoman myth." Discuss the implications. Discuss ways to overcome this problem. Discuss Supplement 13, "Six Ways To Overcome the Superwoman Myth."

Sample Assessments

Knowledge

1. List two areas of conflict between work and family. How can these be reduced?

2. Give a positive and a negative influence of work on family and vice versa.

Application

Using the family or work influences identified on Supplement 9, "Work and Family Inventory," interview some parents and/or workers to determine how important each is.

SUPPLEMENT 9

Work and Family Inventory

Indicate how important you consider each item in affecting the balance of work and family.

Family Influences on Work Life	Very Important	Little Importance	No Importance
1. type of family (dual-career, single parent, and so on)			
2. the decision to have children (if and when)			
3. number, spacing, and ages of children			
4. parental responsibilities			
5. child care availability			
6. stage of family life cycle			
7. support of other family members			
8. spouse's attitude			
9. satisfaction within the home/family			
10. critical family events (death, divorce, and so on)			
Work Influences on Family Life			
1. job demands and expectations			
2. income level			
3. work schedule (night shift, flextime, and so on)			
4. work-related stress			
5. company benefits (insurance, parental leave, and so on)			
6. special job requirements (like travel)			
7. unemployment			
8. career choice or commitment (responsibilities)			
9. degree of career commitment			

SUPPLEMENT 10

Ways Work and Family Affect Each Other

DIRECTIONS: Various ways work and family affect each other are listed below. Choose one or more of the statements and indicate if it is a work factor that affects family or a family factor that affects work.

Finding quality child care

Having time for self or to be with other family members

Managing household tasks

Salary too low, benefits not enough

Number of hours worked per day/week

Disagreement with supervisor

Travel out of town

Disagreement with family member(s)

Separation and divorce

Death of a family member

Limited partner support

New personal relationship

Poor health of family member(s) or self

Physical demands of work (toxic chemicals, strenuous tasks)

Caring for aging parents

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 71). Des Moines: Author, Bureau of Technical and Vocational Education.

SUPPLEMENT 11

Work and Family Game

Demands	Influence on Family
work hours	time spent with spouse
schedule	time spent with children
overtime	time spent with friends
travel	scheduling family activities
relocation	amount of energy
physical conditions	amount of stress
psychological conditions	leisure time
layoff	relationship with spouse
	relationship with children
	economic status
	day care options
	elder care options
	adjustment to surroundings
	time spent on household tasks

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 189). Des Moines: Author, Bureau of Technical and Vocational Education.

SUPPLEMENT 12

Individual Stress Producers

Work Components

_____ The nature of your job

_____ Relationships at work

_____ Dissatisfaction with a job

_____ Change of job duties or responsibilities

_____ Professional organization responsibilities

_____ Career development/concerns about future

_____ Travel/commuting

_____ Other:

Self Components

_____ Leisure needs, desires

_____ Personal development goals

_____ Education/training demands

_____ Recreation needs/desires

_____ Your own attitude

_____ Other:

Family Components

_____ Effects of partner's career on you

_____ Your responsibilities as spouse/partner

_____ Parent responsibilities/concerns

_____ Kinship/family responsibilities

_____ Maintaining home responsibilities

_____ Financial obligations

_____ Support for home/child care

_____ Other:

Social and Community

_____ Relationship building/maintenance

_____ Entertaining

_____ Social obligations

_____ Community organizations

_____ Schools

_____ Political

_____ Religious

_____ Charity

_____ Other:

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SUPPLEMENT 13

Six Ways To Overcome the Superwoman Myth

1. **Accept** the fact that you can't have it all/you can't do it all.

2. **Get help**—delegate. Ask who else could do this, can I hire some help, can I choose not to do it at all?

3. **Choose** to use the life-saving word "NO."

4. **Rebuild** your support systems (pay attention to "used to . . . " and "I miss . . .").

5. **Teach**: Be a role model of balance to sons as well as daughters.

6. **Call time-out**: Take time to play.

COMPETENCY FOUR

Analyze Personal Situation To Determine Areas of Needed Improvement.

Student Outcomes

- Identify personal areas of stress related to work and family lifestyle.
- Determine personal work and family priorities.

Definitions

priority	– to give first consideration; a preferred rank or rating
lifestyle	– a way of living that reflects values and attitudes of a person

Key Ideas

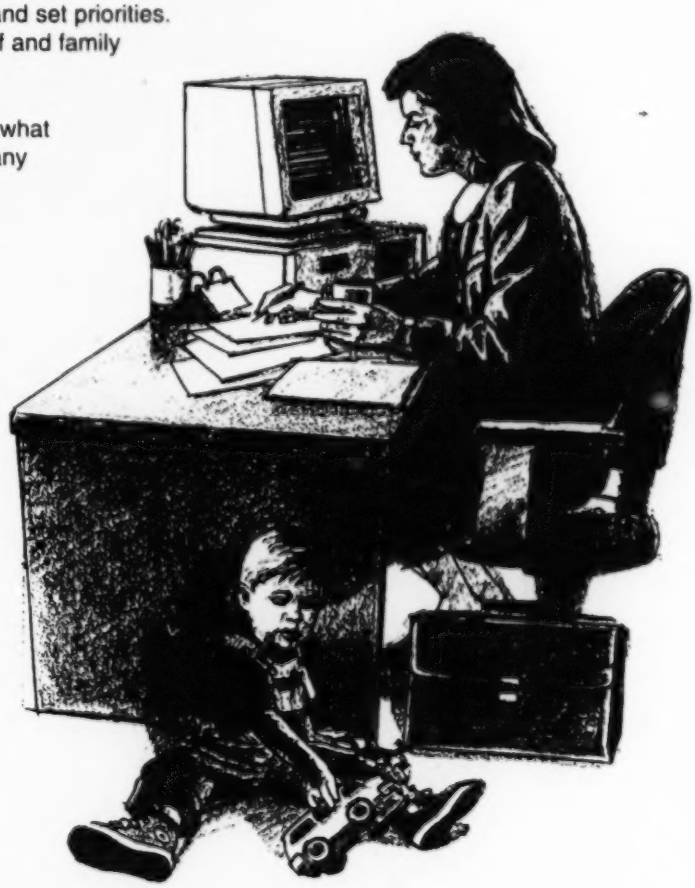
If too little attention is given to any aspect of one's life (e.g., personal needs, family responsibilities, work responsibilities), life can become "out of balance," which in turn can effect physical well-being, family relationships, self-esteem, and lower work productivity.

A person's life can also become out of balance from the demands, expectations, responsibilities, and pressures that others impose on him/her and by one's own perceptions of what an individual thinks he/she should be doing to perform his/her role. Most people find that there are times of imbalance related to the family life cycle, their job/career development, or other factors.

In order to have balance, one must decide upon goals and set priorities. To do this, one must determine what is important for self and family and build life around that.

Analyzing and setting priorities is helpful in determining what is important in life and the amount of time to devote to any priority or activity.

Each person must learn to balance the needs and responsibilities in his/her roles as an individual (ME); as a family member (WE); and as an employee, or employer, or both (THEY). While these areas may not always be equally divided, most people will need to devote time and attention to each area over time.



Teacher Strategies/Methods

1. Review with students what is meant by "balance" and how life can get out of balance (refer to Key Ideas). Lead students in a discussion asking for examples of the effects of being out of balance in the areas of physical well-being, family relationships, self-esteem, and work productivity. Supplement 14, "Lifestyle Check-Up," can be used to discuss physical well-being and relationships. Emphasize that physical well-being affects stress.

2. Supplement 15, "My Employability Quotient," can be used to discuss qualities employers seek. Ask how a life that is out of balance affects one's employability quotient.

3. Using Supplement 16, "Analyzing My Work-Family Balance," as a transparency overhead or as a handout, have students draw their circle as it is now. Instruct students to draw a circle as they would like it to be. Ask students to determine how they plan to make it more balanced. Discuss some ways or alternatives for accomplishing this (e.g., getting someone else to do things, changing standards, saying "No").

4. Using Supplement 17, "Analyzing Priorities," have students rank their priorities. Students can analyze their priorities by answering questions at the bottom of the form. Point out that this may be a way to determine areas in which one needs to improve. This exercise may be used in Competency Five for developing strategies.

5. Suggest that students look at Supplement 18, "Getting a Handle on Stress and Distress," to determine what they are doing or could implement. Discuss commonalities within the group (if appropriate). Work with individual students on the self components from Supplement 12, "Individual Stress Producers," and ways to work toward improvement.

6. Consider having an employer or panel discuss job expectations, demands, job responsibilities, and effects on a family, and vice versa.

Suggested Student Activities

1. Complete a personal assessment using Supplement 14 and/or Supplement 15. Discuss any of the statements and how they may affect "balance" in life.

2. Complete the activity using Supplement 16. If the student feels his/her life is balanced, have him/her share how that balance is maintained. If the student feels life is out of balance, or needing change, develop a list of three to five ways to make it more balanced. Ways can be shared with the group.

3. Analyze and rank priorities by completing Supplement 17. Answer the questions individually, but discuss in groups if appropriate.

4. Using Supplement 18 suggest how some of these ideas might be implemented in handling stress. Identify areas that could lead to improvement.

5. Consider designing bumper stickers or verses as inspiration for people who are feeling overwhelmed with home and work/school responsibilities (e.g., "This is a Self-Help Kitchen"). Share and discuss as appropriate.

6. Individually, use Supplement 19, "Improving My Situation," as a means of identifying areas of improvement. Make a possible plan for improvement.

Sample Assessments

Knowledge

1. Define "priority." List two work/school priorities and two family priorities.

2. What is stress? Give an example of a personal stress related to work/school and one related to family lifestyle.

Application

1. After completing Supplement 14, "Lifestyle Check-Up," determine what personal improvements may be needed. Make a plan to accomplish these improvements.

2. Develop a plan for making the circle in Supplement 16, "Analyzing My Work-Family Balance," balanced according to the students' choices.

3. After analyzing priorities in Supplement 17, develop a plan that may help achieve priorities.

SUPPLEMENT 14

Lifestyle Check-Up

DIRECTIONS: Read each item. Decide if you do this "almost always," "sometimes," or "almost never." Write an "X" in the column that describes you best.

	Almost Always	Sometimes	Almost Never
1. I balance my activities among self, family, and work/school.			
2. I take time every day to relax.			
3. I participate in some kind of aerobic exercise at least 3 times a week.			
4. I take time for hobbies and interests.			
5. I eat my meals regularly throughout the day.			
6. I consume little sugar.			
7. I consume little sodium.			
8. I consume little fat.			
9. I consume little caffeine.			
10. I stay within 10 pounds of the recommended weight for my age, height, and sex.			
11. I have someone I can talk to about my problems.			
12. I accept things I cannot change.			
13. I get 7 or 8 hours of sleep each night.			

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 163). Des Moines: Author, Bureau of Technical and Vocational Education.

SUPPLEMENT 15

My Employability Quotient

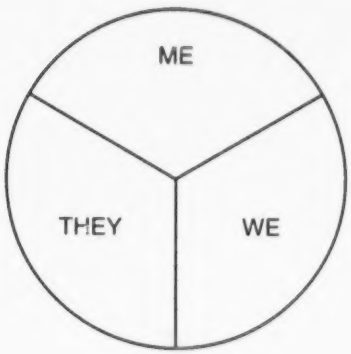
DIRECTIONS: The qualities listed are identified as most important by employers. Place a check (✓) in the column that best describes you.

I am . . .	Agree	Disagree
1. cooperative	_____	_____
2. loyal and dedicated	_____	_____
3. honest and conscientious	_____	_____
4. responsible, dependable, and reliable	_____	_____
5. enthusiastic	_____	_____
6. independent and have initiative	_____	_____
7. able to understand and follow directions	_____	_____
8. ambitious	_____	_____
9. adaptable and resourceful	_____	_____
10. able to accept criticism	_____	_____
11. considerate and courteous	_____	_____
12. accurate and concerned about quality	_____	_____
13. pleasant, cheerful, and friendly	_____	_____
14. patient and tolerant	_____	_____
15. neat in appearance and manner	_____	_____
16. poised and tactful	_____	_____
17. efficient and productive	_____	_____
18. punctual and arrive to work on time every day	_____	_____

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 147). Des Moines: Author, Bureau of Technical and Vocational Education.

SUPPLEMENT 16

Analyzing My Work-Family Balance

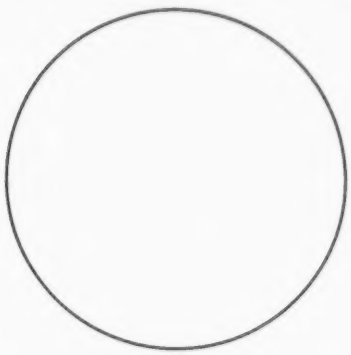


ME – Personal

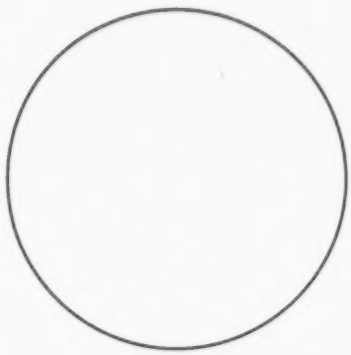
WE – Family and close relationships

THEY – Work (or outside activities)

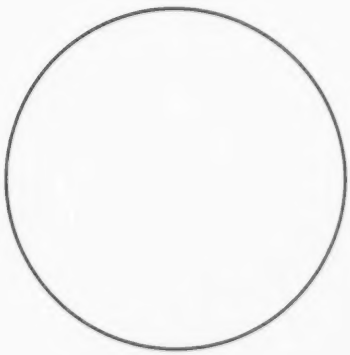
Draw your work-family balance circle below:



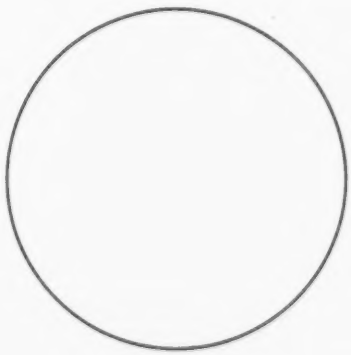
Most of the time



The most out of balance I am likely to be
How often?



How (spouse,
boss, and so forth) wants it to be



How I want it to be

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SUPPLEMENT 17

Analyzing Priorities

DIRECTIONS: Rank the following from 1 to 5: 1 is "not important" and 5 is "extremely important."

	How important is this Area to Me?	What Amount of Attention or Time is Devoted to this Area?	How Successful or Satisfied Do I Feel in this Area?
1. Your employment: career, job worries, work done at home, deadlines met . . .	_____	_____	_____
2. Your partner: time with, consideration of, talk to . . .	_____	_____	_____
3. Your children: care-giving duties, help with homework, spend time with, read to . . .	_____	_____	_____
4. Yourself: maintain your hobbies and interests (e.g., reading, friendships) . . .	_____	_____	_____
5. The house: housework, maintenance . . .	_____	_____	_____

Look at your rankings and consider the following:

- Are you devoting time and attention to an area that is relatively unimportant to you?
- Are you failing to succeed in an important life area or role?
- Are you getting little success out of a little effort?

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SUPPLEMENT 18

Getting a Handle on Stress and Distress

DIRECTIONS: Personalize this sheet. Check yourself in each area. What are you currently doing, how might you implement the suggestions?

1. Work off stress.
2. Talk out your worries.
3. Learn to accept what you cannot change.
4. Avoid self-medication.
5. Get enough sleep.
6. Balance work and recreation.
7. Do something for others.
8. Take one thing at a time.
9. Give in once in awhile.
10. Make yourself available.

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SUPPLEMENT 19

Improving My Situation

DIRECTIONS: Using information from Supplements 12, 17, and 18, choose two items you indicated were stressful or in need of improvement. Identify some ways you might handle or improve the situation.

Item	Plan To Improve or Change

Item	Plan To Improve or Change

COMPETENCY FIVE

Plan Management Strategies To Increase Work/School Satisfaction and Family Satisfaction.

Student Outcomes

- Recognize that positive and negative spillover exists between work/school and family life.
- Recognize that management strategies can help reduce work/school and family conflict/stress.
- Identify some management/coping strategies.
- Devise a personal plan or strategy for select work/school or family situation(s).

Definitions

spillover	– the influence or relationship of family satisfaction and work satisfaction on one another
management	– a process of using resources to achieve goals; enables people to cope with change
resources	– available means, aid, or support
strategy	– a plan or technique for achieving some end
coping	– a process of achieving a balance in the family

Key Ideas

Variables affecting positive spillover from work/school to family include friendships at work/school, ability to work independently, and an improved self-concept. Negative spillover from work/school to family may be related to high levels of involvement at work/school and excessive work/school demands.

A supportive home environment including sharing responsibilities, personal health, and health of family members are related to positive spillover from family to work/school.

Negative spillover from family to work/school is influenced by a lack of time for self and leisure. Family-related events and having young children in the family affect work/school satisfaction.

Obligations associated with raising children, caring for elderly parents, and maintaining a home can affect job performance and family life satisfaction.

A number of strategies can be used by families when combining work/school and family. Some strategies include learning to say "No"; using resources in the community; establishing priorities; sharing duties (household and child care); and developing financial, stress, and time management skills.

Coping or balancing strategies include ways to handle conflict and frustration, to encourage communication change, to establish priorities, to reevaluate standards, and to change expectations of one's self and others. In the work/school area, one may need to define values and goals. In the family area, resources within the family, within individual members, and within the community may be utilized. Ways to cope with stress may include developing a support network of friends and family, seeking help from community agencies and professional persons, and identifying those things that can be altered and those which are beyond one's control.

Clinging to "the way things used to be" is not productive and often not supportive of family relationships, individual self-esteem, or work/school and family satisfaction.

Suggested ways to make time for both family and work/school include the following:

- *Prioritize* – Decide what is most important, what things add value to life, and which have greatest impact on family.
- *Let Go* – Not everything is worth doing or worth doing well. Homes need to be clean, not spotless; meals need to be nutritious, not gourmet; people's lives need to be rewarding, not exhausting.
- *Practice* new ways of juggling. Use shortcuts. Do less but do it well. Decide what is essential for oneself and family.

  Reward oneself by taking time to play and not feeling guilty that everything wasn't accomplished that one thought needed to be done.

Both financial management and time management strategies require skills in setting goals, analyzing what is currently happening, developing a plan, and evaluating the plan.

Personal management strategies such as health maintenance and planning leisure time can be used to reduce stress at work/school and at home.

Teacher Strategies/Methods

1. Help students recognize differences between positive and negative "spillover" using examples listed in Key Ideas. Have students complete Supplement 20, "Spillover," and suggest ways to deal with negative aspects.

2. Define vocabulary words with students before completing Supplement 21, "Work Demands Crossword Puzzle." Discuss the effect these job demands can have on spillover, conflict, and/or stress.

3. Several management and coping strategies are identified under Key Ideas. Emphasize those that seem appropriate to the group. Ask for examples of each.

4. Lead a discussion on the strategy of learning to say "No," by asking for examples. Refer to Activity 5.

5. Emphasize that all types of demands and life events can disrupt individuals/families and cause stress. Ask students to identify those most or least stressful. These may be grouped according to marital status and sex. Make it clear that much of the stress that people deal with in balancing work/school and family is not preventable. Stress also is not all bad. It is how people deal with stress that makes the difference.

6. Discuss ways to cope or reduce stress using Supplement 26, "Tips To Relieve or Reduce Stress."

7. Discuss with students the various coping/balancing strategies identified in Key Ideas.

   Identify where one might go to seek help. The following are examples:

   - friend or family member
   - physician
   - member of clergy
   - a support group
   - community or wellness center

8. Supplement 27, "Techniques for Reducing Stress at Work/School," can be reviewed and discussed as deemed appropriate by the teacher and as meets the needs of students.

9. The teacher can work individually with students to select a work/school or family situation and devise a personal plan or strategy for addressing the situation. Supplement 28, "My Personal Plan," can be used as a planning document if the teacher deems appropriate. Possible suggestions for strategies are goal setting, money management, time management, and household efficiency. Other possibilities include reviewing previous supplements such as "Lifestyle Check-Up," "My Employability Quotient," "Analyzing My Work-Family Balance," and "Analyzing Priorities" and then developing strategies for these.

10. Supplements 29 through 33 are also provided for ideas for goal setting, money management, and scheduling efficiency.

    Note: A number of activities related to time management will be found in Learning Guide 9, *Managing Home and Work Responsibilities.*

Suggested Student Activities

1. Complete Supplement 20, "Spillover," listing positive and negative spillover. Discuss and share results.

2. Complete the "Work Demands Crossword Puzzle" in Supplement 21.

3. React to the case studies in Supplements 22 and 23 and select a strategy.

4. In groups, list tasks frequently done at home. Compare level of standards for these tasks. Which need to be raised? Lowered?

5. Divide into buzz groups and discuss reasons people have trouble saying "No." Discuss how saying "No" can free a person to say "Yes" to oneself or family.

   Respond to "I should have responded with a 'No' to ____ and a 'Yes' when ____."

6. Complete Supplement 24, "Life Events."

7. Divide into groups and examine "Some Survival Tips on Balancing Home, Family, and Work/School" in Supplement 25. Discuss ideas for controlling thoughts, tasks, roles, and a sense of well-being. Give examples of workable strategies.

8. Identify a list of time-wasting activities either at home or work/school. Discuss possible solutions to problems such as telephone interruptions, unrealistic time estimates, and the inability to say "No."

9. Discuss the meaning of terms like "Time flies," "Time drags," "Spending time," and "Living on borrowed time."

10. Devise a plan or strategy for managing some particular situation. Supplement 28, "My Personal Plan," can be used. Suggestions from previous activities or supplements might be reviewed such as Supplement 14, "Lifestyle Check-Up," Supplement 15, "My Employability Quotient," Supplement 16, "Analyzing My Work-Family Balance," and Supplement 17, "Analyzing Priorities." Supplements 29 through 32 are also provided for ideas related to goal setting, money management, and scheduling efficiency.

Sample Assessments

Knowledge

1. Define spillover. Give a positive and a negative example.
2. Define or explain by example the crossword puzzle terms in Supplement 21, "Work Demands Crossword Puzzle."
3. Give an example of a short-term and a long-term goal.
4. Identify coping strategies or ways to deal with stress.

Application

1. Devise a personal plan or strategy for managing a work/school or family situation.
2. Identify two stresses at work/school or with family. List techniques for reducing or coping with those particular stresses.

SUPPLEMENT 20

Spillover

Spillover can be positive or negative. Positive spillover is a spread of satisfaction from work/school to family or family to work/school. Negative spillover is a spread of dissatisfaction from work/school to family or family to work/school. List examples for each of the statements below.

Positive spillover from family to work

Negative spillover from family to work

Positive spillover from work to family

Negative spillover from work to family

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 299). Des Moines: Author, Bureau of Technical and Vocational Education.

SUPPLEMENT 21

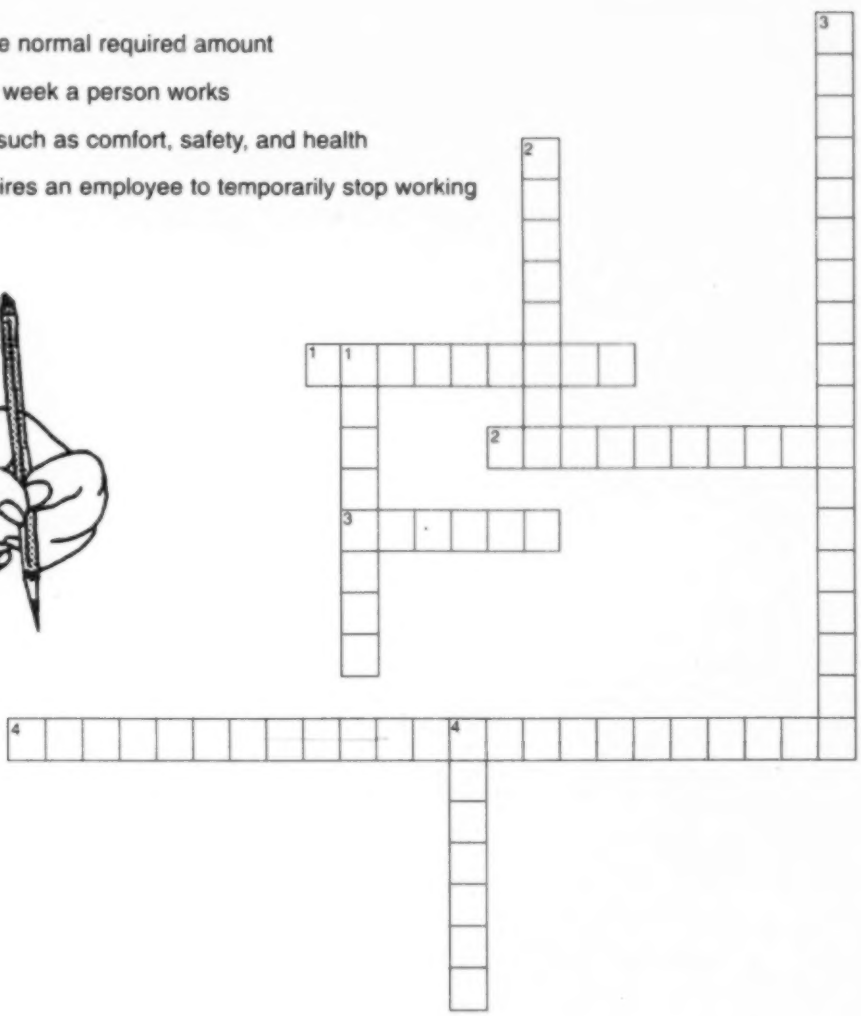
Work Demands Crossword Puzzle

ACROSS

1. actual amount of time spent at work
2. expectation of a job requiring the employee to move if necessary
3. expectation of a job requiring the employee to be out of town
4. the emotional atmosphere of a workplace

DOWN

1. hours spent working above the normal required amount
2. the time of day or days of the week a person works
3. the aspects of the workplace such as comfort, safety, and health
4. the demand of a job that requires an employee to temporarily stop working



Answers to crossword puzzle

ACROSS
1. work hours
2. relocation
3. travel
4. psychological conditions

DOWN
1. overtime
2. schedule
3. physical conditions
4. layoff

Source: Iowa Department of Education. (1988). *Balancing work and family* (pp. 185, 187). Des Moines: Author, Bureau of Technical and Vocational Education.

SUPPLEMENT 22

Case Study

Single-Parent Family with a Young Child

The Ramirez Family

Yolanda has a daughter, Nan, who is 3 years old. Yolanda works full-time and has responsibility for all household and child care tasks.

Yolanda believes that the best person to care for a child is the child's parent. She has to leave Nan with a daycare provider while she works, but does not leave her any other time during the week.

Lately, Yolanda has been getting cross with Nan and does not have the patience to let Nan learn new tasks such as dressing herself. Nan seems to take forever putting on her coat.

Yolanda wants to be more calm with Nan. She often feels depressed. What changes could Yolanda make?

The following are some strategies she could consider:

- adjusting expectations
- using outside help
- redefining roles of family members

1. Decide which strategies would work in this situation. List possible solutions.

2. Role play a discussion between Yolanda and her friend, Sue, as Yolanda considers these strategies and makes a decision.

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 118). Des Moines: Author, Bureau of Technical and Vocational Education.

SUPPLEMENT 23

Case Study

Two-Parent Family with an Older Child

The Kroger Family

Lee and Roberta have a daughter, Holly, who is 15 years old. Both adults are employed full-time outside the home.

Holly is involved in school activities such as band, track, and two clubs. She would like to find a part-time job to earn extra money.

Tasks related to the car are Lee's responsibility. He knows how to do the routine maintenance. Lee has been so busy with extra hours at work that he has not had time to take care of the car properly.

Roberta takes care of the lawn, laundry, and cooks the meals. Everyone likes home-cooked meals so she spends the weekend cooking and freezing meals.

The entire family cleans the house on the weekends, choosing the day everyone is at home.

Roberta is frustrated because she spends all weekend doing some type of cooking or cleaning task. All three family members want to change how responsibilities are handled. They all want different results.

The following are strategies the Krogers are considering:

- adjusting expectations
- using outside help
- redefining roles of family members

1. Decide which strategies would work. List possible solutions.

2. Role play a discussion among Lee, Roberta, and Holly as they consider these strategies and make a decision.

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 121). Des Moines: Author, Bureau of Technical and Vocational Education.

SUPPLEMENT 24

Life Events

DIRECTIONS: These 15 life events are related to work and family life. Which events do you perceive to be most stressful and which least stressful? Circle the number that best describes your perceptions. A "5" means the event is most stressful and a "1" means the event is least stressful.

Life Event	Most				Least
1. marriage	5	4	3	2	1
2. personal illness or injury	5	4	3	2	1
3. being fired	5	4	3	2	1
4. moving	5	4	3	2	1
5. changing jobs	5	4	3	2	1
6. pregnancy	5	4	3	2	1
7. vacation	5	4	3	2	1
8. death of spouse	5	4	3	2	1
9. trouble with boss	5	4	3	2	1
10. divorce	5	4	3	2	1
11. death of family member	5	4	3	2	1
12. changing responsibilities at work	5	4	3	2	1
13. spouse begins or stops work	5	4	3	2	1
14. family member's illness or injury	5	4	3	2	1
15. outstanding personal achievement	5	4	3	2	1

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 151). Des Moines: Author, Bureau of Technical and Vocational Education.

SUPPLEMENT 25

Some Survival Tips on Balancing Home, Family, and Work/School

Control Your Thoughts.

- Remember that people are more important than things. Think more about the wonderful and positive things and less about the obnoxious and negative things.
- Accept adjustments to standards.
- Rethink all "shoulds" and "oughts."
- Let go—you don't have to do everything yourself.
- Affirm yourself.
- Set personal and family goals.
- Be where you are—at work/school think about work/school, and at home think about home.

Control Tasks.

- Recruit others to do or help with chores.
- Make sure everyone's responsibilities are understood.
- Let children or siblings assume responsibility.
- Delegate.
- Remember that others will not do tasks exactly as you would do them—surrender some control.
- Get organized.
- Get a long telephone cord.

Control Your Role.

- You can't do it all, so do fewer things more effectively.
- Do not be a constant caregiver.
- Evaluate your priorities.
- Look for places to curtail or eliminate your involvement.
- Distinguish between reasonable and unreasonable demands.
- Say "No" to unreasonable demands.

Control Your Sense of Well-Being.

- Laugh.
- Talk.
- Say what you need.
- Learn and practice active listening.
- Fight only the battles that are really worth winning.
- Seek out a supportive mentor, telephone buddy, or social support system.
- Spend more time with yourself.
- Make a commitment to maintain your health.
- No matter what, never forget you are special!

Developed by Slater, F. K. (1989, September). Minnesota State Board of Vocational Technical Education, St. Paul, MN. Used with permission.

SUPPLEMENT 26

Tips To Relieve or Reduce Stress

1. Pinpoint your specific stressor. (Refer back to Supplement 12.)
2. If possible, plan for the changes in your life. Life is more predictable than we are willing to recognize and accept.
3. Establish relationships with people with whom you can talk.
4. If you have something stressful happening at work/school, try to cut down on involvement in stressful situations outside of work/school.
5. Seek some time to be alone for yourself.
6. After a disappointing setback, take stock of your achievements.
7. Get rid of hostility.
8. Getting enough rest (7-8 hours a night) and eating well-balanced meals gives you strength to manage.
9. Exercise.
10. Delegate a task . . . It may not be done your way, but that's okay.
11. Smile at people as often as you can and express appreciation.
12. Use humor.
13. Instead of a coffee break, take a relaxation break. Change the scene.
14. Recite a prayer from your religious tradition.
15. Try to vacation one week three times a year instead of three weeks once a year.
16. Drive with your jaw relaxed, tongue in the center of your mouth, spine against the back of the seat. Relax your grip on the steering wheel.
17. "Don't sweat the small stuff."

SUPPLEMENT 27

Techniques for Reducing Stress at Work/School

Techniques for reducing stress at the workplace/school include the following:

1. Think positively. Try not to jump to conclusions or dwell on "should haves." Talk out upsetting things.

2. Avoid "perfectionism." People with unrealistically high standards put too much time and effort into tasks. Women especially are prone to perfectionism—both at home and work.

3. Learn how to delegate.

4. Talk to other people. Discuss concerns with coworkers in an attempt to solve problems.

5. Laugh more.

6. Develop some decompression tactics. Learn to mentally shift gears between work and home (take a walk, shower, and so on).

7. Recognize and treat symptoms of stress. Stress starts in the mind and moves very quickly to the body. Muscles tighten. Head aches. Jitters develop. Some stress-relieving techniques follow:

   - Concentrate on deep breathing (oxygenates blood).

   - Go for a walk (reduces tension).

   - Get a glimpse of nature (brings on feelings of hope, serenity, and openness).

SUPPLEMENT 28

My Personal Plan

DIRECTIONS: Describe a situation you would like to analyze and for which you might develop a strategy. Analyze your family or work/school activities, set goals, and develop a plan of action and evaluation.

What is the situation?

What is your strategy/plan for (e.g., time, money, health, leisure)?

What are your goals?

What is your plan of action?

What is your evaluation plan?

SUPPLEMENT 29

Short-Term Goals and Long-Term Goals

Short-Term Goals

There are many types of short-term goals. Getting home from work/school safely can be a short-term goal. The types of short-term goals that this exercise will be concentrating on are short-term goals that will help you to make your work/school and family life more compatible.

In the space below, list the goals you have:

for the next day

for the next week

for the next month

for the next year

On a separate sheet, write some of the ways you can achieve these goals.

Long-Term Goals

In column A, list the long-term goals you have for yourself.
In column B, list the long-term goals you have for your work/school.
In column C, list the long-term goals you have for your family.

A – Self	B – Work/School	C – Family

On a separate sheet, list some ways you can meet these goals.

SUPPLEMENT 30

Dealing with Financial Stress and Preparing a Family Budget

I. Signs of financial stress.

A. Family disagreements and arguments about money.

B. Lack of communication about family spending.

C. Debts that exceed income.

D. Late payments on bills, rent, mortgage, and so on.

E. Excessive worry over financial situation.

II. How to deal with financial stress.

A. Discuss finances and spending with family.

1. Have a weekly meeting.

2. Keep written records of all spending.

B. Keep payments as frequent and complete as possible.

1. Let creditor know that you intend to pay in full.

2. Try to make arrangements with creditors for a payment plan that is satisfactory to all involved.

3. Seek help from a financial counselor.

C. Prepare a family budget and work within it. Use "Preparing a Budget" (next page).

Preparing a Budget

(This can be for a family or individual, whichever is appropriate.)

1. What is the gross monthly income of your family?

2. How many family members are supported by this income?

3. What is your monthly cost for housing (i.e., rent, mortgage)?

4. On average, how much does your family spend on food per month?

5. On average, how much does your family spend on necessary household items per month?

6. What is the total of the minimum monthly payments to your creditors (include credit cards, loan payments, car payments, and so forth)?

7. Do you pay more than the minimum payments on these debts?

8. How much, per month, do you pay for auto expenses (including gas, insurance, maintenance)?

9. On average, what is the total of your monthly utility expenses (including electricity, gas, telephone, water, cable television, and so forth)?

10. How much, if any, of your monthly income goes toward the cost of education for yourself and/or other members of your family?

11. How much of your monthly income goes toward insurance?

12. How much of your monthly income goes toward medical expenses?

13. How much of your monthly income goes toward childcare expenses?

14. List all of your monthly expenses that have not yet been mentioned.

SUPPLEMENT 31

Tips To Lighten Up a Schedule

Discuss the following ways to lighten up a schedule:

- Get up 15 minutes earlier each day.

- Keep your home and/or workspace organized to suit your needs.

- Prepare for your day the night before (e.g., lay out clothes, prepare lunch).

- Delegate duties at work and home when appropriate and possible.

- Carpool to work or school. For example, use the time you save by not driving to read or catch up on work.

List other ways you can lighten your schedule in the space below.

SUPPLEMENT 32

Scheduling Your Day

Analyze your schedule. What do you actually do in one day? Using the times given, list everything you do in one day, from the time you wake up until the time you go to sleep. Be as specific as possible.

12:00 – 1:00 A.M.

1:00 – 2:00 A.M.

2:00 – 3:00 A.M.

3:00 – 4:00 A.M.

4:00 – 5:00 A.M.

5:00 – 6:00 A.M.

6:00 – 7:00 A.M.

7:00 – 8:00 A.M.

8:00 – 9:00 A.M.

9:00 – 10:00 A.M.

10:00 – 11:00 A.M.

11:00 A.M. – 12:00 P.M.

12:00 – 1:00 P.M.

1:00 – 2:00 P.M.

2:00 – 3:00 P.M.

3:00 – 4:00 P.M.

4:00 – 5:00 P.M.

5:00 – 6:00 P.M.

6:00 – 7:00 P.M.

7:00 – 8:00 P.M.

8:00 – 9:00 P.M.

9:00 – 10:00 P.M.

10:00 – 11:00 P.M.

11:00 P.M. – 12:00 A.M.

On a separate sheet, list the things you would like to change about your schedule.

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WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable
Adopted as a centerpiece for school improvement efforts.

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